# Activity 1- Indian Nations vs. Settlers on the American Frontier: 1786–1788

**Teaching and Learning must have a Purpose**

Carefully read the two the documents. Try to compare what each writer was trying to say and evaluate the problem they were wrestling with. Focus your attention to this particular time period and the locations of each writer and make notes of who is writing. At this time there were certain conflicts both sides of the Ohio River between the American natives and the new settlers who were moving onto what had been native land.

Note: government change was occurring post-Revolutionary War

**Understanding**

Students will be able to have a more complex understanding by analyzing each letter, who the authors were, their locations and problems each faced. Is there any comparison in our world today? Providing students a better understanding of historical context and differing points of view

**Instruction Must Build on Students’ Prior Knowledge**

Students will relate the dilemmas each author faced with connection to their personal life.

* “Were you ever forced to do something that you didn’t like, objected to, and thought of as unfair?”
* Relate the events that were happening now to your previous learning on Pre-Revolutionary War and native peoples.

**People Learn Through Disciplined Inquiry**

At the start the unit with personal/ group inquiry, how this is related to you now, was it fair that someone forced you to do something, did you ever move when you didn’t want to. Can you see any group in the world today that are being treated unfairly? Carrying this particular inquiry throughout this unit.

**Constructive Assessment**

Students will present through media of their choice, their groups analysis, evaluation, comparison and other possible resolutions to this particular era and the people. Rubric will be provided.

**(Assessment - What they know – not what they don’t!!)**

# Activity 2- Lewis & Clark’s Expedition to the Complex West

**Teaching and Learning must have a Purpose**

Students will identify with the various groups involved in land use and ownership in the West and learn that territorial acquisition requiring careful negotiation.

**Learning Means In-Depth Understanding**

Using various activities, students’ will use a variety of skills that encourages further investigation of land use and ownership in the West.

**Instruction Must Build on Students’ Prior Knowledge**

Through “targeted” inquiry, explore the previous knowledge that the students may have about this era, location, people and events… key people, places, and events. Developing empathy for those involved in decision-making of that time.

**People Learn Through Disciplined Inquiry**

Pair students to thoroughly analyze each document in a careful way and determine who the people are or who they represent in each document. Students will read the map using provided resources and move each document to the precise location on the map where the concerned stake-holders were located.

**Constructive Assessment**

Students will utilize different media to describe what they believe the outcome of the expedition was. Students will evaluate some of the outcomes of the expedition in terms of finding a waterway to the West Coast; creating good relations with native peoples in the West, or to encourage native peoples to adopt a lifestyle similar to that of Americans in the East. Rubric will be provided.

**(Assessment - What they know – not what they don’t!!)**